**Lesson Title**: Music for Mortimer

**Lesson Developer(s) and Teacher(s)**: Brendan Vincent, Melissa Taylor

**Grade Level**: 1st Grade

**Goal**: To interpret a familiar story using musical concepts and instruments to teach sequencing, characterization, and instrument timbre.

**Music**

**Musical Literacy**

* **1.ML.1 Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression**
  + 1.ML.1.1 Use proper technique when singing and playing a variety of music.
  + 1.ML.1.3 Execute rhythmic patterns using body, instruments, or voice.
  + 1.ML.1.4 Apply changes in dynamics and tempo when singing and playing music.
* **1.ML.3 Create music using a variety of sound and notational sources.**
  + 1.ML.3.2 Select a variety of traditional and non-traditional sound sources to accompany readings, stories, or dramatizations.

**Musical Response**

* **1.MR.1 Understand the interacting elements to respond to music and music performances.**
  + 1.MR.1.2 Recognize melodic patterns, rhythmic patterns, dynamics, and forms when presented aurally.
  + 1.MR.1.4 Classify timbre by pitched or unpitched instruments and sounds.

**Contextual Relevancy**

* **1.CR.1 Understand global, interdisciplinary, and 21st century connections with music.**
  + 1.CR.1.1 Recognize how music is used in customs and traditions of various cultures.
  + 1.CR.1.2 Understand the relationships between music and concepts from other areas.

**Language Arts**

**1st Grade English Language Arts Standards – Common Core**

**Reading: Literature**

* **Key Ideas and Details**
  + [CCSS.ELA-Literacy.RL.1.1](http://www.corestandards.org/ELA-Literacy/RL/1/1/) Ask and answer questions about key details in a text.
  + [CCSS.ELA-Literacy.RL.1.3](http://www.corestandards.org/ELA-Literacy/RL/1/3/) Describe characters, settings, and major events in a story, using key details.
* **Integration of Knowledge and Ideas**
  + [CCSS.ELA-Literacy.RL.1.7](http://www.corestandards.org/ELA-Literacy/RL/1/7/) Use illustrations and details in a story to describe its characters, setting, or events.
  + [CCSS.ELA-Literacy.RL.1.9](http://www.corestandards.org/ELA-Literacy/RL/1/9/) Compare and contrast the adventures and experiences of characters in stories.

**Speaking and Listening**

* **Comprehension and Collaboration**
  + [CCSS.ELA-Literacy.SL.1.1](http://www.corestandards.org/ELA-Literacy/SL/1/1/) Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
  + [CCSS.ELA-Literacy.SL.1.1a](http://www.corestandards.org/ELA-Literacy/SL/1/1/a/) Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
  + [CCSS.ELA-Literacy.SL.1.1b](http://www.corestandards.org/ELA-Literacy/SL/1/1/b/) Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
  + [CCSS.ELA-Literacy.SL.1.1c](http://www.corestandards.org/ELA-Literacy/SL/1/1/c/) Ask questions to clear up any confusion about the topics and texts under discussion.
  + [CCSS.ELA-Literacy.SL.1.2](http://www.corestandards.org/ELA-Literacy/SL/1/2/) Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
  + [CCSS.ELA-Literacy.SL.1.3](http://www.corestandards.org/ELA-Literacy/SL/1/3/) Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
* **Presentation of Knowledge and Ideas**
  + [CCSS.ELA-Literacy.SL.1.4](http://www.corestandards.org/ELA-Literacy/SL/1/4/) Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

**Essential Questions**:

- Have you ever had trouble falling asleep?  Was it because you were excited, nervous, anxious, scared, or \_\_\_\_\_ about something?  What did you do?

- (After reading the story) What happens next in the story?

- How does each character sound, and how should I represent that character?

- Why do you think Mortimer will not go to sleep?

**Multiple Intelligences Engaged**:

- Musical-Rhythmic

- Interpersonal

- Bodily-Kinesthetic

- Verbal-Linguistic

**Materials Required**:

- *Mortimer*, by Robert Munsch

- Classroom instruments

Rhythm sticks

Xylophones

Guiros or other scrapers

Sandblocks

**Procedure and Activities**:

1. ASK: “Have you ever had trouble falling asleep?  Was it because you were excited, nervous, anxious, scared, or \_\_\_\_\_ about something?  What did you do?”

2. Introduce *Mortimer* and explain that he made up a song when we couldn’t fall asleep.

3. Read the story out loud.

4. Add the Refrain in motions:

*Clang-Clang* (clap-clap)

*Rattle Bing Bang* (roll fists in front of chest)

*‘Gonna make my noise* (pat lap twice)

*All day* (circle hands over-head like a sun)

5. Give each action an instrument (or a group of instruments), and adapt it for each character

Walking up/down stairs: Xylophone

Opening the door: Guiro

Mortimer nods his head: Vibraslap

6. Retell story including the instruments and the refrain with motions.  Remind students to be thinking about what happens next.

**Differentiation Approaches**:

- Have a Big Book with the story written out and instrument symbols in the text.

- Non-verbal communication for ESL and hearing-impaired students.

- Independent learners can lead a group of students.

**Tools and Techniques used to assess**:

- Rubric based on the following questions:

- Did the student maintain a steady beat during the refrain?

- Did the student play their instrument at the right time, and in the appropriate manner?

- Could the student describe what happens next in the story?

**Follow-up and Extension Activities**:

- Visual Arts Activity (making shadow puppets to retell the story)

- Computer Extension (Powerpoint slide show)

- Technology Extension (Making a video of the story to share on the internet – with other schools, or for parents, etc.)

- Sharing the performance with the cooperating 4th grade class (Book Buddy group)